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ABSTRACT

A study was conducted to detail women's career paths in vocational education administration and to identify women administrators and potential administrators of vocational education programs in Illinois. A review of the literature and attendance at several professional meetings provided information about women's career paths in vocational education administration, and comparisons of the differences of their paths with men's. A questionnaire was prepared, field tested, and mailed to all female vocational directors and all female educators certified for vocational education administration and to a like sample of male vocational directors and vocational education-certified educators. Data obtained from a return of 80 percent of the questionnaires were summarized and compared with the data obtained from the literature search, resulting in a model (1) of and for women aspiring to and succeeding in vocational education administration, and (2) for promoting sex equity by members of boards of education and administrators involved in hiring vocational directors. A handbook for each of these groups was prepared based on the model. The handbooks will be used in future workshops to be conducted for women aspiring to vocational education administration positions. (KC)

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ED195641

"MODELS OF AND FOR WOMEN ASPIRING TO AND IN VOCATIONAL EDUCATION ADMINISTRATION"

ILLINOIS STATE BOARD OF EDUCATION

Department of Adult, Vocational and Technical Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Springfield, Illinois

JUNE 1980

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BODY OF THE REPORT

DAVTE Funding Agreement Number: R-35-10-X-0434-311

Official Project Title: Models of and For Women Aspiring to and in Vocational Education Administration

Project Director: James C. Parker

Project Associate Director: Marcia A. Anderson

Funded Agency: Southern Illinois University at Carbondale

Location: Carbondale, Illinois 62901

Time Period Covered: 9/1/79 - 6/30/80

Final Report Abstract:

OBJECTIVES AND ACCOMPLISHMENTS

The following objectives were established to guide the development, implementation, operation and finalization of the project "Models of and for Women in and Aspiring to Vocational Education Administration". A statement of each objective is followed by an explanation of its attainment.

1) Find and review related publications and programs at the national level. Contact persons associated with publications and programs for detailed and up-to-date information.

Attainment: During the Fall of 1979 a review of research and other related publications and programs at the national level was conducted resulting in a bibliography to be used for further research. Project staff attended a national conference, October 2-4, 1979, Memphis, Tennessee, sponsored by the National Academy for Vocational Education, Columbus, Ohio where they had the opportunity to meet

and become involved with important persons presenting a program related to barriers and supports of women in and aspiring to vocational education administration. The project participants also attended the state meeting of Illinois Women Administration, Inc., November 4-6, 1979, Des Plaines. Topics included in this meeting involved personal growth, administrative training, and management strategies.

2) Surveys of persons, both female and male, who are potential and/or actual practitioners of vocational education administration was made to establish demographic perceptions, and possibilities in Illinois. Attainment: The project staff formulated a questionnaire after the review of the related literature was conducted and after making contact with those with expertise in the area of concern. This questionnaire was reviewed by a panel of Illinois administrators and then mailed to all female vocational directors and all female educators certified for vocational education administration and to a like sample of male vocational directors and vocational education certified educators. A return of 80% of questionnaires mailed was returned to the project. The questionnaires were tabulated, punched, and computed.

EVALUATION PROCEDURES

Planning Activities

During the month of September the project staff met to review the objectives of the proposal and to outline the steps necessary for exe-

cution of tasks to successful completion. A project activity schedule was designed which separated the activities into five stages.

Stage I: (September through January) To discover the certificated talent pool, female and male, for vocational education administration in Illinois. The procedure; a review of national studies was completed, specificaliy the study done by Bowers at the National Center for Research in Vocational Education, regarding the talent pool of certified women.

Evaluation Technique: The study was obtained, reviewed and discussed then deductions were enumerated for use in constructing a data base. To secure from the Illinois Office of Education Certification Section a list of all persons holding administrative certification in Illinois.

Evaluation Technique: The list of certificated personnel was obtained in gummed label form from which a mailing list was made for all practicing vocational directors and all female educators aspiring to vocational education administration, as well as a matching sample of males for the two categories. To survey all persons holding administrative certificates regarding aspiration to and background for vocational educational administration.

Evaluation Technique: The survey instrument was designed, validated and field tested after which it was modified, distributed and returned.

Stage II: (January through March) To identify vocational education career paths--patterns, barriers, advancements of women. The procedure:

A review of the national literature was conducted (via National Center for Research in Vocational Education, Eric Clearinghouse on Adult and Vocational-Technical Education and Eric Clearinghouse on Educational Management) regarding career paths of those in Vocational Education Administration.

Evaluation Technique: Pertinent studies were secured, read and discussions were held at staff meetings.

A follow-up survey was conducted of all administratively certificated women interested in and prepared for vocational education administration and a random sample of administratively certificated men interested in and prepared for vocational education administration.

Evaluation Technique: The survey instruments were prepared, distributed and the returns received.

Stage III: (May through July) To recommend, based on research conducted, action by women aspiring to and in vocational education administration.

The procedure: Reviewed the deductions from the literature searches regarding the talent pool of certified women and the career paths of those in vocational education administration.

Evaluation Technique: Comparisons and contrasts as well as similarities and differences within the literature itself and between the literature and Illinois data were made.

Tallied, analyzed and summarized data from Illinois surveys regarding (a) those holding vocational education administrative certificates (b) women (and control group sample of men) holding vocational

education administrative certificates.

Evaluation Technique: Comparisons and contrasts as well as similarities and differences within literature itself and between the literature and Illinois data were made. Conclusions were drawn and a model was conceptualized for use of women aspiring to and succeeding in vocational education administration, and for the use of members of boards of education and administrators involved in hiring vocational directors regarding sex equity.

Evaluation Technique: Conclusions were drawn and models for two handbooks were discussed and plans executed for development of the same.

Stage IV: (May through September) To develop two handbooks dealing with the training and hiring for women and for members of school boards and administrators. The procedure: Based on knowledge assembled during the project, models leading to the likely successful hiring of women for vocational education administration were designed.

Evaluation Technique: Models developed were deemed as having integrity as per knowledge accumulated by the project results.

Narratives were written to explain and support the models in a handbook format.

Evaluation Technique: Sufficient narrative has been generated that is consistent with models and compatible with the target populations. A final review and editing of the handbooks for use by women, members of school boards and administrators to help in establishing sex equity was done.

Evaluation Technique: The project directors reviewed and edited the final

draft of the handbooks and in their own minds felt accountable for the contents. The handbooks were sent to the printer.

Evaluation Technique: The printer acknowledged receipt of the copy materials.

The delivery of the finished handbooks to the DAVTE is slated for October, 1980.

Evaluation Technique: Handbooks will be delivered to the DAVTE, and will be disseminated during the continuation of the project in the form of workshops for women aspiring and succeeding in vocational education administration as well as to members of boards of education and administrators during 1980-1981.

The contribution to vocational and technical education from this project should include the following considerations:

(1) an appreciation for sex equity in vocational education administration

(2) a talent pool of untapped administrative personnel

(3) a method to enhance role models for women aspiring to and succeeding in vocational education administration

(4) a handbook to be used by female vocational educators as a guide for entry into and advancement in vocational education administration

(5) a handbook to be used by members of boards of education and administration as a guide in the hiring of women vocational education administrators.

The products delivered include two models dealing with the movement of women into and advancement in vocational education administration. These models are in the form of reference guides entitled: "Equitunity in Vocational Education Administration--A Handbook for Women," and "Equitunity in Vocational Education Administration--A Handbook for Administrators and Members of Boards of Education."

PAID PARTICIPATION

1. Project Director

   Dr. James Parker, associate professor in the Department of Educational Leadership at Southern Illinois University at Carbondale, has been involved with conducting competency-based programs for preparing educational personnel especially vocational administrators for several years. He has served in administrative roles at the secondary and university levels and has successfully co-directed several research projects on educational leadership for IOE/DAVTE as well as for other agencies. A vita follows.

2. Project Associate Director

   Dr. Marcia Anderson, assistant professor in the Department of Vocational Education Studies at Southern Illinois University at Carbondale. She has a number of years of teaching experience as well as administrative experience at the technical school and university levels. Dr. Anderson has directed several IOE/DAVTE and USOE-funded projects and served as co-director for the Reserse Sex Stereotyping in Court Reporting project. A vita follows.

3. Staff Members

A full-time research assistant and two half-time graduate assistants will be selected after funding to organize communications, develop survey instruments, conduct surveys, etc., as outlined in the procedures section.

PROJECT STAFF

Dr. James C. Parker, Director
Southern Illinois University at Carbondale
Department of Educational Leadership
(See Vita)

Dr. Marcia A. Anderson, Associate Director
Southern Illinois University at Carbondale
Department of Vocational Education Studies
Business Education
(See Vita)

Norma L. Brown, Researcher
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Redonna Hendrickson, Secretary
Michelle Sullivan, Secretary

FINAL PRODUCTS ABSTRACT (Handbook for Women)

This publication is a comprehensive guide to assist women in and aspiring to vocational education administration in planning for entry into and success in vocational education administration. The handbook is concerned with the interpersonal and personal factors confromting women who aspire to become administrators. The topics addressed in the handbook include:

Introduction

Barriers Inhibiting the Progress of Women in Administration
- Self Concept
- Career Choice
- Career Preparation
- Employment
- Ambition

Supports Aiding the Progress of Women in Administration
- Self Motives
- Credentials
- University Choice
- Training
- Social Networks
- Visiblilty

Summary of the Literature
- Selected Bibliography

Illinois Study
- Interpersonal Factors--Attitudes
- Support Factors
- Hiring Practices
- Professional Organizations
- Communication
- Career Commitment
- Salary
- Mobility
- Financial Support
- Teamwork Skills
- Women Must Work Harder?
- Legislation
- Conclusions of the Illinois Study

Recommendations for Women Aspiring To and Advancing in Administrative Personal Factors
- Planning for the Future
- Role Conflict
- Seeking Identification

Skill Development
- Academic Credentials
- Define Skills
- Document Experiences
- Training Programs
- Personal Improvement
- Assissing Transferable Skills

Visibility

Conclusion

This is the first publication of the handbook which is to be disseminated to women desiring information relative to entering and succeeding in vocational education administration.

ABSTRACT (Handbook for Administrators and Boards of Education)

This publication is a comprehensive guide to assist public school administrators and members of boards of education to deal with changing perceptions of women in vocational education administration. The handbook also includes a synthesis of findings concerning barriers and supports of women in administrative and recommendations to be considered to eliminate the underrepresentation of women in vocational education administration. The topics addressed in the handbook include:

Introduction

Barriers Inhibiting the Progress of Women in Administration
- Self Concept
- Career Choice
- Career Preparation
- Employment
- Ambition

Supports Aiding the Progress of Women in Administration
- Self Motives
- Credentials
- University Choice
- Training

Social Networks
Visibility

Summary of the Literature
Selected Bibliography

Factors Affecting Women Seeking Administrative Positions
Interpersonal Factors
Career Aspirations
Advancement Opportunities
Role Conflict
Administrative Capabilities
Mobility
Experience
Training
Recruitment Practices
Hiring Practices
Conclusions of the Illinois Study

Recommendations to Eliminate the Underrepresentation of Women, etc.
Discriminatory Practices
Identification--Training--Hiring

Conclusion

ACCOMPLISHMENTS

The project's accomplishments have been completed with the exception of the handbooks which are in process at University Graphics Southern Illinois University at Carbondale and will be deliverable October 15, 1980 for dissemination at the workshops to be given throughout Illinois, which are to be a continuation of this project. Other objectives which have been accomplished are:

1) A certificated talent pool (females and males) for vocational education administration in Illinois has been determined.
2) The vocational education administration career paths--patterns, barriers, advancements of women in particular were identified.

MAJOR ACTIVITIES

The major activities for the project have been as follows:

1) Completing a review of related publications and programs at the national level.
2) Attending a national conference, October 2-4, 1979, Memphis, Tennessee, sponsored by the National Academy for Vocational Education, Columbus, Ohio.
3) Attending the state meeting of Illinois Women Administrators, Inc., November 4-6, 1979, Des Plaines.
4) Developing and administering a survey instrument to practicing and eligible vocational directors in the state of Illinois.
5) Receiving and keypunching items from questionnaire.
6) Tabulating and analyzing results of comupter printouts from cards.

PROBLEMS

Problems were minor and only involved the decision to publish two handbooks rather than one as planned for in the proposal. One handbook will be for the use of women in and aspiring to vocational education administration and one handbook will be for members of boards of education in hiring women for positions of vocational education administration.

Another minor problem involved completing the project as of June 30, 1980 and refunding under DAVTE No. R-36-21X-2122-311, SIU account No. 6-22607 for the purpose of conducting workshops in the state of Illinois based upon information gathered during the previous DAVTE funding agreement.

It is recommended that continuing studies and training for sex equity in vocational education administration be forthcoming and that the state of Illinois be a forerunner in enhancing programs which will serve the needs of all vocational education administration aspirants.

APPENDIX A

Survey Instrument

WOMEN IN VOCATIONAL EDUCATION ADMINISTRATION

QUESTIONNAIRE

Personal Information

INSTRUCTIONS: Please complete the blanks below except on items where a check mark is indicated.

1. Title of your current professional position:_____

2. Number of years in current position (including 1979-80 school year):_____

3. Number of years work experience completed outside professional education:_____

4. Number of years teaching experience (those in which 50 percent or more of time was assigned to teaching, including the 1979-80 school year):_____

5. Number of years administrative experience (those in which 50 percent or more of time was assigned to administration, including the 1979-80 school year):_____

6. Age at which you received first administrative certificate:_____

7. Education you have attained (most recent degree first):

Degree	Subject	Year Started	Year Completed
	Major:		
	Minor:		
	Major:		
	Minor:		
	Major:		
	Minor:		

8. Salary for 1979-80 school year (check one):

$ 9,000 - $12,999_____
13,000 - 16,999_____
17,000 - 20,999_____
$21,000 - $24,999_____
25,000 - 28,999_____
29,000 - 32,999_____
33,000 or above _____

9. Highest administrative certificate you hold (check one):

_____ Level I - General Supervisory
_____ Level II - General Administrative
_____ Level III - Superintendent
_____ Other (please specify)_____

10. Your year of birth:_____

11. Number of children in each age group in your family:

_____ No children
_____ 0 - 5 years
_____ 6 - 11 years
_____ 12 - 18 years
_____ 19 and above

12. Title of your ultimate career goal:_____

WOMEN IN VOCATIONAL EDUCATION ADMINISTRATION

QUESTIONNAIRE

Instructions for responding: Circle your response at the end of each statement. Base your response on your perspective on sex equity in vocational education administration in your local school district.

The response scale is:

SA--Strongly Agree
A--Agree
UA--Uncertain But Tend to Agree
UD--Uncertain But Tend to Disagree
D--Disagree
SD--Strongly Disagree

EXAMPLE RESPONSE

Women vocational education administrators stay in an administrative position longer than men vocational education administrators.....SA A UA UD (D) SD

This response means you "disagree" with the assertion that women vocational education administrators stay in an administrative position longer than men vocational education administrators.

PLEASE RESPOND TO EVERY ITEM

I. Interpersonal Factors

A. Socialization

1. This community's attitudes and traditions make it more difficult for women than men to get vocational education administration positions.....SA A UA UD D SD

2. Female vocational education teachers prefer working for male vocational education administrators.....SA A UA UD D SD

3. Parents prefer female rather than male vocational education administrators.....SA A UA UD D SD

4. Women administrators in the field of vocational education get criticism that relates to being female rather than to performing a job.....SA A UA UD D SD

5. Women are more likely than men to be afraid they will fail as vocational education administrators.....SA A UA UD D SD

6. Women are too polite to express themselves effectively as vocational education administrators.....SA A UA UD D SD

7. Both men and women vocational education administrators are judged according to the evaluator's personal views of appropriate sex roles.....SA A UA UD D SD

8. Female vocational students' need for female role models is greater than male students' need for role models.....SA A UA UD D SD

B. Career Aspirations

1. Being employed within the field of vocational education administration is a lifetime career goal of mine.....SA A UA UD D SD

PLEASE RESPOND TO EVERY ITEM

2. Many women do not take their careers in vocational education as seriously as men, therefore, women are often not considered for promotion to administrative positions	SA	A	UA	UD	D	SD
3. Membership in a feminist organization (e.g., NOW) can be a help to an aspiring woman vocational education administrator	SA	A	UA	UD	D	SD
4. Assertively seeking an administrative position within the field of vocational education is especially important for a woman in attaining this position	SA	A	UA	UD	D	SD
5. Women in vocational education do not aspire to administrative positions because they do not want to give up present job security	SA	A	UA	UD	D	SD
6. Qualified women teachers would like to move into vocational education administration because it would mean, among other reasons, an increase in salary	SA	A	UA	UD	D	SD
7. Participation in vocational professional organizations (i.e., Illinois Vocational Association) is very important for a woman aspiring to a vocational education administration position	SA	A	UA	UD	D	SD

C. Advancement Opportunities

1. Within an institution, women vocational education administrators generally hold lower status positions than men vocational education administrators	SA	A	UA	UD	D	SD
2. Women vocational education administrators have lower salaries than men holding equivalent positions	SA	A	UA	UD	D	SD
3. The generally lower salaries of women in vocational education act as a barrier to those women aspiring to vocational education administrative positions	SA	A	UA	UD	D	SD
4. It is more difficult for women than men to obtain information about vocational education administrative position vacancies within this school district	SA	A	UA	UD	D	SD
5. Men who are in decision-making positions, in terms of hiring and promoting, are more likely to recommend men (rather than women) who have characteristics they themselves possess	SA	A	UA	UD	D	SD
6. Women, more so than men, vocational educators in this district are regularly excluded from discussion of policy with administrators	SA	A	UA	UD	D	SD
7. More legislation needs to be enacted to help women attain vocational education administration positions	SA	A	UA	UD	D	SD
8. The movement of women into vocational education administration positions is directly related to the Federal Equal Opportunity mandates to improve the status of women in general	SA	A	UA	UD	D	SD
9. Knowledge of sex-equity laws is important for women in achieving a vocational education administrative position	SA	A	UA	UD	D	SD
10. Financial support for advanced study or additional training is more readily available to men than to women in vocational education administration	SA	A	UA	UD	D	SD

PLEASE RESPOND TO EVERY ITEM

11. The women's movement is a positive force for obtaining equal pay and increased job opportunities for women.....SA A UA UD D SD

12. For a potential female vocational education administrator, a strong and active support group (e.g., home, community, or school) is important.....SA A UA UD D SD

13. Females in vocational education administration receive poorer treatment from superiors than males in similar positions.....SA A UA UD D SD

D. Dual Careers

1. Women more so than men must have the support of their mate in order to become successful vocational education administrators.....SA A UA UD D SD

2. A woman's working as a vocational education administrator is usually easily accepted by her children.....SA A UA UD D SD

3. Marriage is an asset for women in vocational education administration.....SA A UA UD D SD

E. Role Conflict

1. If they have young children, lack of adequate day-care facilities is more of a problem for women than men pursuing a position in vocational education administration...SA A UA UD D SD

2. A woman aspiring to a vocational education administrative position may have difficulty getting qualified because she may feel she can't leave her family to go out of town for training.....SA A UA UD D SD

3. Women vocational education administrators are unable to do justice to their professional duties when these are combined with the management of a home.....SA A UA UD D SD

4. Male administrators are more likely to assist males rather than females in learning the behavior needed to be a vocational education administrator.....SA A UA UD D SD

5. Female vocational educators do not relate as well with female vocational education administrators as they do with male vocational education administrators.....SA A UA UD D SD

F. Administrative Capabilities

1. Compliance with state and federal sex equity laws strengthens the leadership role of a vocational education administrator in the eyes of those with whom that person works.....SA A UA UD D SD

2. Generally, male vocational education administrators handle job pressures better than female vocational education administrators.....SA A UA UD D SD

3. Female vocational education administrators are generally able to handle student discipline in a more positive way than males.....SA A UA UD D SD

4. More women than men who seek administrative positions within vocational education tend to lack the necessary leadership (team-task) skills to do an effective job.....SA A UA UD D SD

PLEASE RESPOND TO EVERY ITEM

5. Once a woman attains an administrative position in vocational education she, more so than a man, has to "make it on her own" without a support system.....SA A UA UD D SD

6. The lack of teamwork skills (e.g., coalition building and open communication) is more a barrier for women than men who aspire to a vocational education administrative position.....SA A UA UD D SD

7. More women than men who attain positions as vocational education administrators tend to be too demanding and hard on subordinates.....SA A UA UD D SD

8. Women vocational education administrators are more likely than men vocational education administrators to be willing to prepare themselves for positions of greater responsibility.....SA A UA UD D SD

9. Male school board members, more so than female school board members, are likely to contend that women cannot cope with the emotional and physical stress of vocational education administrative positions.....SA A UA UD D SD

10. Women vocational education administrators are as likely as men vocational education administrators to be willing to assume positions of greater responsibility.....SA A UA UD D SD

G. Mobility

1. Women tend not to be selected for vocational education administration positions because their ability to travel is perceived as restricted.....SA A UA UD D SD

2. Female vocational education administrators tend to move from one school district to another more often than men holding an equivalent position.....SA A UA UD D SD

H. Experience

1. Women in vocational education are not encouraged to seek advanced degrees because they are perceived to be unlikely to remain in the work force for an extended period of time.....SA A UA UD D SD

2. Men are often considered for vocational education administrative positions with minimum professional experience, whereas women are considered only when they possess numerous years of professional experience....SA A UA UD D SD

3. An unmarried woman in the field of vocational education is not considered for an administrative position because it is assumed that she will marry and leave the position.....SA A UA UD D SD

4. A married woman in the field of vocational education is often not considered for an administrative position because it is assumed that she will follow her husband if he is transferred.....SA A UA UD D SD

5. A woman returning to the field of vocational education after childbearing years is not considered for an administrative position because it is assumed that her experience is too limited.....SA A UA UD D SD

6. Once a women has attained the proper credentials for the position of vocational education administrator, she is told she lacks administrative experience.....SA A UA UD D SD

PLEASE RESPOND TO EVERY ITEM

7. Women must work harder than men with similar talent and qualifications to achieve a vocational education administrative position.....SA A UA UD D SD

I. Age

1. Age of the applicant is more a factor when a female rather than a male is considered for a vocational education administration position.....SA A UA UD D SD

J. Training

1. This school district has an active leadership development program which assists in identifying persons for vocational education administration positions.....SA A UA UD D SD

2. Internships are more important for the personal development of the female vocational education administrator than for the male vocational education administrator.....SA A UA UD D SD

II. Organizational Factors

A. Admission Requirements

1. Rigid course completion time tables are more of a barrier for women than men pursuing certification for vocational education administration.....SA A UA UD D SD

2. Graduate degree programs should include special enrollment practices to accommodate women aspiring to vocational education administration.....SA A UA UD D SD

3. Work experience requirements in vocational education administration graduate training programs create more of a barrier for women than men in achieving administrative positions.....SA A UA UD D SD

4. Administrators are willing to waive college board scores for women re-entering the university through special programs designed to meet their needs.....SA A UA UD D SD

B. Recruitment Practice

1. Legislative enactment information concerning fair employment practices is routinely posted in my school.....SA A UA UD D SD

2. Within this school district there is affirmative action to eliminate sexism.....SA A UA UD D SD

3. Women are not counseled and encouraged by colleges and universities as much as men are to prepare for vocational education administrative positions.....SA A UA UD D SD

4. Women receive more encouragement from their superiors to seek vocational education administrative positions than do men with comparable ability.....SA A UA UD D SD

5. Active recruitment of women for vocational education administration is part of this school district's practice.....SA A UA UD D SD

PLEASE RESPOND TO EVERY ITEM

6. Recruitment practices for vocational education administrators in this school district are not communicated.....SA A UA UD D SD

7. This school district's superintendent is more likely to encourage applications from men rather than women for vocational education administration.....SA A UA UD D SD

C. Hiring Practices

1. Females cannot rely on male administrators for formal recommendations to move into vocational education administrative positions.....SA A UA UD D SD

2. Selection and screening committees for vocational education administrators are dominated by men.....SA A UA UD D SD

3. The board of education in this district would hire a male vocational education administrator over an equally qualified female vocational education administrator.....SA A UA UD D SD

4. Although female replacements are available, women holding vocational education administrative positions are being replaced upon resignation or retirement by men..SA A UA UD D SD

5. The employment of women in vocational education administration is seen as leading to displacement of male administrative candidates.....SA A UA UD D SD

6. Of the vocational education administrative aspirants, women from top-ranked universities are more often hired than women who receive graduate degrees from middle-ranked or low-ranked universities.....SA A UA UD D SD

7. Often women are hired for a position previously held by a man only to find the position has been given a different title with less pay.....SA A UA UD D SD

8. Regardless of affirmative action programs, women are typically hired for positions devoid of budgets to support their decisions.....SA A UA UD D SD

D. Communication

1. Role stereotyping inhibits effective communication between male and female vocational education administrators.....SA A UA UD D SD

2. Female more than male vocational education administrators demonstrate useful sensitivity in communicating with school staff.....SA A UA UD D SD

3. The best way for females to attain a vocational education administrative position is to quietly do a good job..SA A UA UD D SD

4. Women are too emotional to communicate effectively in a vocational education administrative position.....SA A UA UD D SD

5. When men and women communicate, the communication is dominated by men.....SA A UA UD D SD

6. Women aspiring to vocational education administrative positions are rewarded for speaking out on issues.....SA A UA UD D SD

7. There is a lack of communication between male and female vocational educators as a result of traditional occupational sex role stereotyping in vocational education.....SA A UA UD D SD

PLEASE RESPOND TO EVERY ITEM

8. Establishing a support-communication-information system within the school district is more important for a female vocational education administration aspirant than a male aspirant.....SA A UA UD D SD

9. Establishing a support-communication-information system with vocational education administrative professionals outside of the school district is more important for a female vocational education administration aspirant than for a male aspirant.....SA A UA UD D SD

10. Women vocational education administrators communicate as effectively with people in the community as do men vocational education administrators.....SA A UA UD D SD

THANK YOU VERY MUCH FOR YOUR KIND ASSISTANCE.